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**BUSINESS
CULTURE
EDUCATION
LABOR
STUDENTS**

MEMPHIS STATE UNIVERSITY

GREATER MEMPHIS STATE, INC., held a reception on the University campus July 19, 1966, for city, county and state political candidates when five outstanding Memphians presented talks on the importance of Memphis State University to the community. Greater Memphis State, an organization of local and Mid-South businessmen supporting the University, has made available this publication to provide a better understanding of Memphis State University's contributions.

CONTENTS

THE ROLE OF MEMPHIS STATE UNIVERSITY IN THE COMMUNITY.....	2
WHAT MEMPHIS STATE UNIVERSITY MEANS TO EDUCATION.....	3
E. C. Stimbert, Superintendent, Memphis City Schools	
WHAT MEMPHIS STATE UNIVERSITY MEANS TO BUSINESS.....	4
C. D. McAdams, General Manager, Sears, Roebuck & Co. Retail Stores	
WHAT MEMPHIS STATE UNIVERSITY MEANS TO STUDENTS.....	5
Mrs. Gloria D. Baxter, Speech Instructor, Memphis State University	
WHAT MEMPHIS STATE UNIVERSITY MEANS TO CULTURE.....	6
Walter P. Armstrong, Jr., Attorney	
WHAT MEMPHIS STATE UNIVERSITY MEANS TO LABOR.....	7
William T. Ross, Jr., Executive Secretary, Memphis AFL-CIO Labor Council	



The Role of Memphis State University In The Community

"The metropolitan area must look to Memphis State University for the top-level leadership and talent that it needs. This institution clearly has the potential of becoming a major top-ranking university if it is given vigorous and continued support. Memphis State can make an incalculably great contribution to the local area and region. Indeed without this contribution Memphis will be at a serious disadvantage with respect to other metropolitan areas throughout the country . . . It is upon Memphis State that the area must rely for the unique contribution available only in a highly integrated university environment . . ."

—An excerpt from "The Economy of Metropolitan Memphis," prepared in 1966 by Hattner Green Silver Associates of Washington and Atlanta.

What Memphis State University Means To

EDUCATION



E. C. STENBERG

My family has lived in Memphis now for some 23 years and I've been connected with the Memphis City School system for about 21. I have a lot of personal feelings about this city because I chose to live here. It was a choice of mine and some of the things that I am going to say reflect that interest of the family and a citizen in the relationships that exist in the educational world in this particular city.

Some time ago, one of the national magazines carried an article on the California University and called it a "multiversity." I want to play on that just a little bit, because this evening I have listened to business, culture, and labor and now we will speak of education. If each of you would speak, I am sure you would find some reasons for supporting Memphis State. We might say that its diversity makes it a "multiversity" as far as we're concerned, because it must serve so many people in so many different ways. It can't just be maintained on a single interest, and so I don't want you to feel as I talk about Memphis State and education that I'm trying to narrow it as far as I'm concerned and as far as you're concerned, but this is one area of our mutual concern. Memphis State and Education—these two phrases are synonymous to a great extent—in the organization of public education in this area, Memphis State is the capstone. The University is interested and rightfully concerned with the program of grades one through 12. You can't have a university without it, so its concern is indicated in many ways, and we'd like to talk about how.

Memphis State University expresses her concern in our programs of Nursery School, Kindergarten, grade one all the way through 12th grade, and of course, in some instances, post high school. This is represented in establishing workshops, institutes, courses, the use of consultants—all of these designed to improve the quality of education.

We've had some lessons in the past that indicate that this is a lesson on which we'd better not get an F. In no metropolitan area is the relationship of a school system, an urban school system, and a university as large as this one, on so cooperative a basis or on as mutually a productive program of education as Memphis State University and the Memphis City School system.

I don't know whether you know this or not, but it is rather a unique relationship, and some of us in education in this area are really pleased that this can develop. You don't get the friction between higher education and all of the rest of us in public education that you get in other states in some other

areas. There is a flow that benefits the students from the beginning through the University. The quality and quantity of teaching personnel must be placed at the top of any priority list that you would make about education. We must have good teachers and in sufficient numbers to supply the demand, so that's why I said quality and quantity. Without adequate, well-trained personnel, all other improvements are in vain.

Last year Memphis State prepared some 500 students for the teaching profession and 265 actually entered the profession, and these are teaching in 17 states and Guam.

Practice teaching experience is arranged by the public school system and this is one example of the cooperative arrangements that we have. Many of the teachers, the principals, the supervisors and administrators in this part of the state attend Memphis State to earn credits toward a master's degree. This summer a doctoral program in education was begun, and this [all the doctoral program in sociology will be added.

Workshops, conferences and meetings are a continuous part of the educational improvements seen. Without this kind of motivation, you do not move the quality of teaching upward. This summer, a workshop was held on acoustics and the program included authorities from across the country. Some 40 supervisors of adult education attended a conference and work sessions on this campus this summer. Physical education workshops, and I am just naming a few, were held during the last year for the junior and senior high school teachers of West Tennessee. Foreign language classes for children have been taught on the campus this summer (or are being taught) and also there has been a summer enrichment school for people from Grades 2, 3, 4, 5 and 6 who received A's and B's last school year. Some of these programs are very significant to me.

You really never get through learning. Learning is a lonely thing and it's continuous. Even the pupil who gets an A can learn more. You never quite fill up the mind. The biggest business in the future just around the corner is the "brain industry." There is no doubt about it as far as the United States is concerned.

There are thousands of pupils in the Memphis City School System, as well as local viewers who benefit by the telecasts from WMCN, Channel 10, which is located on the Memphis State campus.

(Continued on page 8)

What Memphis State University Means To

BUSINESS



C. D. McAdams

Robert Gorbala, president of the Chamber of Commerce of the United States, recently pointed out that in today's industrial revolution, centers of higher learning are more and more dictating the location of industries which depend heavily on engineers and scientists. "Services of these key people," he said, "are in such demand, and the desire for continuing education is so prevalent among them, that industry must accommodate these needs."

Dr. Werner von Braun said it was U.C.L.A. and the other great universities that attracted the aircraft and electronics industries to the Los Angeles area.

Business must rely on college trained people to keep its organization vigorous, active, and adept. In retailing as in other fields of work, the level of achievement and opportunity tends to coincide with the level of education.

A generation ago, a study of the relationship between scholastic performance and business performance showed that proportionately, good scholars had progressed further in management than poor ones. A most recent study of 17,000 college trained people confirms the earlier study.

In the business world we turn to the colleges in search of the best personnel, required to keep pace with constant change. Today's retailers must know how to deal with changing characteristics of its customers, brought about by a rising level of educational attainment equal to or higher than that found in the retailing field.

Business cannot expect to serve the needs of college trained customers with personnel of less educational attainment. We must continue to seek out the best trained — responsible — resourceful level-headed and quick-thinking professionals we can find, so we can keep pace in what I believe is the most competitive and exciting business area in which any of us has ever lived.

We in Memphis must therefore turn to Memphis State University, to help us maintain the highest scholastic level possible, so as to help supply the ever increasing demand for these more qualified and above average people. The quality of teaching at the university is superb—there must be star teachers if we are to keep step with those racing times.

I believe we can all quickly agree that a progressive and respected university is vital to the growth of any metropolitan market . . . and how fortunate we are that Memphis and Memphis State have been growing together.

In the era of the computer, small and large busi-

nesses alike depend on marketing data and statistics for guidance and evaluation in many areas. The development of the Bureau of Business Research here at Memphis State has been of significance to all of us. The Memphis and Shelby County Planning Commission, the Chamber of Commerce, major industries and small businesses have all availed themselves of this excellent service.

If we look at Memphis State for just a moment as a hard, cold business statistic, we would easily consider it a major industry. With over 1,200 faculty and staff members, the annual payroll is in excess of \$8.5-million. The operating budget for 1966-67 has been set at \$12.5-million.

Some of you may remember the disappointment to the business community when Ford left Memphis, moving to Atlanta. Some of you have doubtless taken part on committees to attract major new industries to metropolitan Memphis.

But think for a minute what a gaping hole we would have in our economy today, without Memphis State University. Ford was a mere drop-in-the-economic-bucket compared to Memphis State. Construction contracts at Memphis State are on the drawing boards, or are being completed, for \$25-million this year, and by comparison, this is more money than a full year's payroll at Firestone, one of Memphis' top major industries.

Memphis State University means exactly this to the Memphis business community:

- That Memphis is a logical place to locate new industry of any sort, from aircraft and missiles to motel management's headquarters.
- That a \$25-million building program, and an \$8.5-million annual payroll and over 1,200 employees, makes this a key industry.
- That 14,000 students represent a tremendous buying power for everything from hobby pins to sports cars, and diamonds to doorknobs.
- That a part-time work force is available in an ever tightening labor market.
- That local students need not leave home to get a first-rate university education, and students from all over the world can come to Memphis for true educational enrichment.
- That services provided by the Bureau of Business Research here on campus have become an integral part of the business life of the community.
- That this has not been an isolated academic institution, but a vital link in the everyday life of most Memphians.

(Continued on page 8)

What Memphis State University Means To

STUDENTS



Mrs. Gloria Banton

In one of my speech classes this summer a young woman gave a speech on what she thought education was. She said that she felt that during her stay at Memphis State she had first learned to "do"—and it was because of this knowledge that she felt well-prepared for her chosen career. But even more important to her, she said, was that she had learned not only to "do"—but also to "be."

This was probably one of the most rewarding moments of my one-year teaching career at Memphis State. I had met one more student who had discovered at Memphis State the same things I discovered here several years ago. As we talked after class, I found that, yes—the circumstances of her discovery were quite different from mine—but the way we felt about the university and what had happened to us here was very much the same.

I told her about my coming to Memphis State in the summer of 1960—and about how fortunate I was to have received one of Memphis State's four-year tuition scholarships since it was this scholarship that allowed me to be a full-time, rather than a part-time student.

Although I was an undirected and rather uncoordinated freshman, it was not very long before one of my professors suggested that I consider joining the university debate team. Very frightened and very much excited, I was interviewed and accepted.

And it was this activity which was to become one of the most significant events in my college career. Perhaps there is no activity which so aids an education as travel. And the MSU debate team is just one of the organizations on campus which offers that opportunity. As a member of the debate team, my colleagues and I had opportunity to travel across the country testing our newly acquired knowledge. At the Tennessee State Tournament, we defeated teams from the University of Tennessee, Middle Tennessee State College, Vanderbilt and Tennessee Tech. At the Duke University Tournament, we set a record of 5 wins and 0 losses; at the Tulane University Tournament, a record of 8 wins and 0 losses. Memphis State's reputation was firmly established when we were selected to attend the West Point Regional Tournament—a tournament which is limited to the eight best-rated debate teams in the South.

Throughout that same year, Memphis State continued to defeat such teams as those from Notre Dame, Rice University, Redlands of California, Carnegie Tech, and Amherst. Probably our most successful national tournament was that one held

at Annapolis Naval Academy. It was there amidst the impressive midshipmen and the historical buildings, that Memphis State won second place honors in competition with 28 universities—among them Harvard and Dartmouth.

For obvious reasons, then, traveling with the university debate team was an invaluable experience. Each of us had opportunity to meet and converse with outstanding students from New York to California. And then there was the process of debate itself. I was challenged to reason, to compare, and to analyze. And, for the first time I had a glimpse of what dynamic learning was like.

This first introduction to new dimensions of consciousness made the deepest impression on me.

With my newly acquired insights into the nature of the learning experience, I was struck by the realization that my own campus was a center of intellectual activity. I tried to take full advantage of each class, each visiting lecturer, each concert, each theatre production, and so on the list could go. My excitement as a student continued to increase. It reached its peak when I discovered that so many of my professors shared my feelings about learning. It was this group of persons who gave direction and purpose to my excitement. Through contact with them, both inside and outside the classroom, I became increasingly more certain that it was within the university circles that I could be in closest contact with the goals I had set for myself.

As soon as I made known my decision to pursue a career in college teaching, my professors began to counsel with me concerning my plans for graduate school. And as we began to make those plans, one phase of my education was coming to a close and another was about to begin. In the fall of 1965 I received a graduate fellowship from Northwestern University and began my graduate study there. As I expected, I was well-prepared for graduate school for I had already discovered a subplot of paramount importance as an undergraduate at Memphis State. That is to say, I, like so many other students here, have discovered the spirit of true learning. For me the word learning connotes a great deal more than the mere accumulation of knowledge—it is, instead, a way of life. A way of life that demands at all times a sincere openness to new experience. It demanded the realization that each new idea is an insurmountable challenge to our accustomed way of thinking and our accustomed way of behaving. It is a way of life that compels us to make a decision, directly or indirectly, as to whether

(Continued on page 7)

What Memphis State University Means To

CULTURE

Two years ago when I had the pleasure of addressing a group similar to that gathered here tonight, I spoke of Memphis as "coming to realize more and more that its cultural activity is one of its major assets." This is still true; but the interest in cultural assets which existed then was but a gentle breeze compared to the whirlwind of activity in that field which now exists. Stimulated by federal, state, municipal and local support, our community is determined as never before to take its rightful place among the great cities of the nation in this as in other fields. And, as always, the focal point of this effort is Memphis State University. As the Rockefeller Report on the Performing Arts puts it:

"Performing arts organizations located on campus and performances by visiting groups provide cultural opportunities for the communities in which the universities are located as well as for the students and faculty. This community service role has grown in recent years, and state universities have been especially concerned with it as a proper function of a tax supported institution."

Memphis State has performed this function admirably in the past; it is essential that it continue to do so in the future.

Two years ago I spoke of the participation of Memphis State students, alumni and faculty in the Memphis Symphony Orchestra, in local dramatic, opera and ballet groups, and in regional exhibitions of the visual arts. This participation I am happy to say continues upon an ever increasing scale and with constantly growing importance. But there are two other contributions which Memphis State makes to the cultural life of Memphis which are of even greater significance. These are the promotion of on-campus and university sponsored activity in the field of the arts, and the creation of an understanding and appreciative audience for the future cultural health and welfare of our community. Each of these deserves a moment of separate and careful consideration.

This year has seen a terrific expansion in on-campus activity. The drama department has presented a series of extremely interesting plays, many of which could not have been successfully produced by a commercial theater because of their experimental nature. And the department's final summer production, an off-beat musical entitled "Stop the World—I Want to Get Off," was well received. In addition the Shakespeare festival this year met with its usual success, although for the first time the play was not by Shakespeare but one of his contemporaries. The music department contributed two Puccini operas, one of them seldom heard. This year it is co-sponsoring with the Beethoven Club a

Memphis concert by the Pittsburgh Symphony Orchestra. All of these are important community services. No wonder the Rockefeller Report agrees:

"In many parts of the country the university is the only agency capable of organizing programs of high quality in all the arts. In this respect it provides a public service for which, as a public institution, it is uniquely qualified."

But this is only the beginning. With the advent of the new Fine Arts Center, now nearing completion on Central Avenue, Memphis State University will have one of the finest and best equipped physical plants for cultural and artistic activity in the country. This cannot but produce expanded activity and increased interest which will be reflected in an even greater degree of community participation than in the past. And here the audiences of the future will be born. Here, among surroundings as perfectly adapted to their purpose as modern architecture, stagecraft, and acoustical and lighting research can make them, many a student will first be exposed to the thrill of the great music and drama of the past, to the treasures of opera and ballet which are an important part of our heritage as intelligent human beings, and to the expression through these art forms of all the best which has been thought and said. These are the citizens of the future, who will mold the destinies of our nation, and they cannot help but be better citizens because of this experience. To quote once more the Rockefeller Report:

"Perhaps the most important role of the university and the liberal arts college is, and has traditionally been, development and appreciation and understanding of the arts as part of a broad general education in the humanities. Many educators still believe this is the university's only legitimate function in the arts."

Memphis State's part in the cultural life of our community must not only continue, it must grow and develop proportionately as Memphis itself grows and develops. Without this essential element, the life of our community, like the life of an individual who concentrates too much in one field of endeavor, will become one-sided and distorted. I have quoted the Rockefeller Report to show that the problem is not ours alone, but one which is inherent in the balanced growth of any community or region. Let me quote it once more and finally to establish the role which Memphis State can and should play in the future development of Memphis and its surrounding area:

"The university is one of the natural homes for the arts, and it should be encouraged to extend the range of its hospitality in the years to come."



WALTER P. ARMSTRONG, JR.

What Memphis State University Means To

LABOR



WILLIAM T. ROSS, JR.

A national labor leader has said that the labor movement is inherently committed to a massive assault on inequality of educational opportunity and that an individual's ability must be the only ceiling on educational opportunity.

This statement concerns every public school in the United States as well as the country's institutions of higher learning—and Memphis State particularly. Labor benefits from educated employees. The employees, in turn, with continuing educational opportunities, tend to make more and better advancements while benefiting their companies.

Of the almost 2,700 students registered in Memphis State's Evening Division last Spring, nearly 1,800 of them attended because regular day attendance was impossible. This 65 per cent was employed on a full-time basis. And they counted on Memphis State as a stepping stone to better jobs and a better life.

This trend will continue and labor, realizing the benefit, is often times providing a push in the prospective evening student in the form of partial payment of fees on successful completion of course work provided it is in the field of an employee's regular working assignment. This is just one example of labor's interest in education—and Memphis State University.

Memphis State is on the front line in the battle against poverty and ignorance. By providing teachers for the new education programs that are developing on national and local levels to lift millions of Americans from the deplorable depths of poverty, Memphis State builds ramparts of knowledge. And being aware of the changing needs of society, Memphis State uses its facilities and facilities to provide new programs that are needed.

Programs that do not lead to the traditional bachelor's degree or beyond are also stressed here as the awareness of the growing need for increased skills and knowledge in the area between the semi-skilled and the highly skilled becomes increasingly evident. The technical schools and junior colleges

with two-year terminal programs are examples of this.

Memphis State annually awards hundreds of scholarships to students needing and desiring financial aid. Many of these would likely have been denied a college education because they simply did not have the entrance fees.

Labor leaders feel this need, too. The president of the AFL-CIO, George Meany, told a nationwide conference on higher education: "We need a federal scholarship program to guarantee that no young person need be deprived of higher education because he can't afford it. And we need a stepped-up program of state and federal aid to the institutions of higher education to enable them to meet the educational challenge . . ."

Dr. C. C. Humphreys, Memphis State president, noted in a recent speech to the university's alumni and prospective students, that labor and industry are interested in locating facilities in areas where there is strong educational opportunity. Considering the rapid industrial development in the Memphis and West Tennessee Region, Memphis State University is playing a major role in satisfying these needs.

For an example, Dr. Humphreys told of his meetings and discussions with officials of the Radio Corporation of America and the Atomic Energy Commission. He said one of the primary reasons RCA decided to locate its multi-million dollar electronic facility here was the proximity of qualified educational personnel to give training to its employees. RCA will employ some 8,500 persons—most of them from this area.

A total of 6,600 students were registered during the first summer session. Of this number, 48 of the 50 states and 26 foreign countries were represented.

In Tennessee, 65 of the 96 counties were represented. Just to break that division even further, 94 students from Millington attended the summer term, 67 from Gibson County, 39 from Fayette County and 29 from McNairy County.

STUDENTS—Cont'd

or not we will accept or reject this new experience as a part of ourselves. Learning, then, is a state of becoming. —Or as my speech student put it, what is important is learning to be as well as to do.

Since learning is such a dynamic and never-ending process, I find myself as a teacher still very much in search of the kind of education Plato en-

visioned when he said: "Education consists of giving to the body and the soul all the perfection of which they are susceptible." I know that I speak for the great majority of alumni and current students when I say that in my continual striving for this concept of education, I shall be forever grateful to those members of the Memphis State University faculty and administration who showed me the way in which to begin.

EDUCATION—Cont'd

Music, Art and Science are elementary subjects that are broadcast into the classrooms, and we have literally thousands of pupils watching these particular programs, being trained by the teacher in the room as to how to watch and how to follow up on the lesson that is given on T.V. The usefulness of this station to the community is incalculable.

Two thousand six hundred fifty-one beginning freshmen in last fall's class here at Memphis State University were from the Memphis metropolitan area. These students graduated from 48 Memphis and Shelby County high schools and three months later were enrolled in Memphis State. Five of the schools sent more than 100 each. Nicholas Blackwell, 106; White Station, 142; Treadwell with 158; Whitehaven with 161; Kingsbury with 168. Three of the schools sent more than 200 each. Central sent 219; Overton, 237; Mossick, 244. I mention this because I have a deep concern about what the nation does with its human resources, and that concern focuses right here in our community—the concern I expressed in the beginning of my remarks. If we don't tap human resources, we tap no real resource as far as the nation or the state or this community is concerned, and these young people come to Memphis State for higher education.

BUSINESS—Cont'd

When we talk about Memphis State University we are talking about people—over 15,000 of them altogether.

A family neat door. A neighborhood civic club leader. A personality on T.V. A young person able to stay at home a little longer, a college graduate who might not have been. Talented people in the arts. Stimulating additions to our social life. Contributions to the general welfare and well-being of the Mid-South area. Outstanding visitors attracted from the nation and the world.

This all comes under the heading of what Dr. Humphreys might call "community enrichment." If Memphis State were suddenly lifted out of our community, it would leave a far bigger hole than most universities of its size, because it has been reaching out not only internally, but officially, to make all of Memphis its classroom of learning and improvement.

This is an exciting time in which to be talking about leadership and success. Never before has the

business horizon been more interesting or demanding.

These are only brief samples of some of the things that we might talk about in the area of relationships and activities. If the United States is going to 400 million people and in some 25 to 30 years we are going to have a million and a half people here in the Memphis area (and you people who are going to Nashville had better begin to think in those terms) and they tell me that only one-half of one per cent of the people are really concerned about people—this is tragic.

If we are going to have a million and a half here, do you know what we are going to have to do in the public school system?

We've got to build two more school systems just like the one we've got now—and what impact will this have on higher education in this area? I'd like to have you share in some of that concern.

Mutual understanding and growth is encouraged in research and educational problem solving. I wish we had the time to go into the crossing of personalities between the Memphis City School system, people in West Tennessee, and Memphis State University. I know of no university which serves the area as this university does. Memphis State is absolutely essential to the further growth, expansion, and improvement of the Memphis City School system and the public schools in this area.

business horizon been more interesting or demanding.

Dynamic revolutions are churning nearly every facet of our national being: the population explosion with its unusual demands and opportunities on all fronts; expanding research with its vision of limitless power; the increasingly urban concentrations of population; the ever-increasing standard of living for the average man; the management of paperwork by electronics; the automation of factories; the new sinews of super-highways and pipelines; the constant betterment of public education. The whole picture presents a glittering galaxy of opportunity, for individuals and businesses alike, for men and women with the right education and qualifications.

In conclusion, remember that the spiraling educational needs of our exploding population, pose significant problems for the administrators of a state university as well as for the legislature levying taxes.

President Humphreys and his associates must run at top speed just to keep up with the demands.

